

AGENDA ITEM VIII A

TEACHER EDUCATION INITIATIVES

REPORT ON ACTIVITIES OF THE BLUE RIBBON COMMISSION FOR EDUCATIONAL EXCELLENCE

AGENDA ITEM VIII A

TEACHER EDUCATION INITIATIVES

REPORT ON ACTIVITIES OF THE BLUE RIBBON COMMISSION FOR EDUCATIONAL EXCELLENCE

STAFF COMMENTS

The Blue Ribbon Commission for Educational Excellence met on March 2, 2004 from 10:00 a.m. to 3:00 p.m. in the Governor's Press Room, State Capitol, Baton Rouge, Louisiana. The purpose of the meeting was to examine data pertaining to improvements that had occurred during the last three years as a result of the implementation of the Blue Ribbon Commission's recommendations and to identify issues that must be addressed.

Governor Kathleen Blanco met with the members of the Blue Ribbon Commission and voiced her continued support of the Commission. Commissioner E. Joseph Savoie and State Superintendent Cecil Picard presented the recommendations of the Governor's Transition Policy Council to the Governor and Commission members. Governor Blanco directed the Commission to examine the recommendations of the council and identify ways for them to be addressed within the state.

Dr. Jeanne Burns provided information about the Blue Ribbon Commission and Board of Regents' teacher quality initiatives while serving as a member of the U.S. Department of Education's Teacher Assistance Corp and meeting with personnel in the state of Washington during February and the state of Oklahoma during March. Dr. Burns also made a presentation with Dr. Jerry Pinsel and three other community and technical college representatives at the National Association of Community Colleges of Teacher Education Programs on February 28, 2004 in San Francisco, California. Interest was demonstrated by other states in the one common curriculum being developed by the two and four year institutions in Louisiana for use by all community colleges when offering an Associate of Science in Teaching degree.

The Blue Ribbon Commission Advisory Committee met on January 20, 2004 to select individuals for placement on the 2004 Blue Ribbon Commission. These individuals will be asked to serve as Commission members until June 2005. In addition, the advisory committee determined that a new representative should be added to the Blue Ribbon Commission to represent the Louisiana Community and Technical College System.

STAFF RECOMMENDATIONS

1. ***The staff recommends that the Academic and Student Affairs Committee approve the placement of the following individuals on the Blue Ribbon Commission for Educational Excellence:***
 - ***Dr. Jeanne Daboval, Provost and Vice President for Academic Affairs, McNeese State University***
 - ***Dr. Ivory Toldson, Dean of the College of Education, Southern University and A&M College***
 - ***Dr. Joe Aguillard, Dean of the College of Education, Louisiana College***
 - ***Dr. Frank Cartledge, College of Arts and Sciences, Louisiana State University***
2. ***The staff recommends that a representative for the Louisiana Community and Technical College System be added to the Blue Ribbon Commission. Sean E. Reilly, Louisiana Community and Technical College System Board of Supervisors is being recommended to serve as the representative.***

AGENDA ITEM VIII B

TEACHER EDUCATION INITIATIVES

TEACHER PREPARATION ACCOUNTABILITY SYSTEM

AGENDA ITEM VIII B

TEACHER EDUCATION INITIATIVES

TEACHER PREPARATION ACCOUNTABILITY SYSTEM

BACKGROUND INFORMATION

To address the Higher Education Act of 1998, a Teacher Preparation Accountability System was developed by the Blue Ribbon Commission for Teacher Quality during 1999-2000 and approved by the Board of Regents during December 2001. The accountability system was further refined on January 24, 2002, April 9, 2002, March 27, 2003, and April 24, 2004 by the Board of Regents. Results of the Teacher Preparation Accountability System were reported to the public on April 8, 2002 and April 8, 2003. The next date to report results will be April 8, 2004.

STAFF COMMENTS

A Teacher Preparation Accountability Committee composed of twenty-one university, state, K-12, and business leaders met on December 15, 2003 to examine the Teacher Preparation Accountability System and to discuss issues that have surfaced since its implementation. The committee examined adjustments that need to occur to the Quantity Index for Louisiana State University and A&M System due to the establishment of an independent Teacher Preparation Program at Louisiana State University at Alexandria. Students who are currently counted as program completers at Louisiana State University and A&M System will be counted as program completers at Louisiana State University at Alexandria during 2003-2004. This impacts the quantity baselines for both universities. In addition, the committee discussed problems encountered by the Louisiana Department of Education when collecting survey data from mentors of first year teachers and reliability and validity problems in collecting teacher survey data for alternative certification program completers.

The Teacher Preparation Accountability Committee held its second meeting on March 16, 2004. The committee discussed several issues pertaining to the calculation of university passage rates for program completers on the PRAXIS examinations by ETS (Educational Testing Service). Problems with calculations were noted due to changes in state testing requirements by the Board of Elementary and Secondary Education. The committee discussed the creation of a Teacher Preparation Accountability Appeals Committee to allow campuses to appeal labels of "Low Performing" or "At-Risk" if circumstances beyond the control of the university impacted the Teacher Preparation Performance Score for the campus. The committee also examined the current Teacher Preparation Accountability System formula which assigns a weight of 50% to the Institutional Performance Index and a weight of 50% to the Quantity Index. The committee discussed changing the weight to 66% for Institutional Performance Index and 33% for the Quantity Index. It was decided to retain the 50% weight for both the Institutional Performance Index and the Quantity Index for the 2003-2004 accountability system and to have the College of Education deans provide feedback pertaining to a possibly different weight for 2004-2005.

STAFF RECOMMENDATIONS

1. *The staff recommends that the Academic and Student Academic Affairs Committee approve a change in the Teacher Preparation Program Accountability System when calculating the quantity baseline for Louisiana State University and A&M System. The quantity baseline for Louisiana State University at Alexandria should be set as the number of 2003-2004 program completers at that university. The quantity baseline for Louisiana State University and A&M College should be set as its current baseline minus the total number of 2003-2004 program completers at Louisiana State University at Alexandria.*
2. *The staff recommends that the Academic and Student Affairs Committee approve the integration of the mentor survey data into the Teacher Preparation Accountability System during April 2005 instead of April 2004.*
3. *The staff recommends that the Academic and Student Affairs Committee approve the elimination of the teacher survey data for alternate certification program completers as an indicator in the Teacher Preparation Accountability System.*
4. *The staff recommends that the Academic and Student Affairs Committee approve a change to the ETS 3-Year Follow-Up Passage Rate Reports to indicate that a program completer will be a "PASS" if he or she passes the state required 0014 or 0046 PRAXIS examinations (which would replace the old 0011 and 0012 PRAXIS examinations previously taken and not passed).*
5. *The staff recommends that the Academic and Student Affairs Committee allow two different universities to count a program completer in the Teacher Preparation Accountability System if a program completer completed an undergraduate teacher preparation program at one university (with an inability to pass all PRAXIS examinations) and later completed an alternate certification program at another university (with an ability to pass all PRAXIS examinations). Only the second university should be allowed to count the program completer as a "PASS" on the 3-Year Follow-Up Passage Rate Reports.*
6. *The staff recommends that the Academic and Student Affairs Committee approve the creation of a formal appeals process for institutions that wish to appeal the assignment of "At-Risk" or "Low-Performing" labels based upon their Teacher Preparation Performance Scores. A Teacher Preparation Accountability Appeals Committee will be formed composed of the Commissioner of Higher Education, a Board of Regents' member identified by the Chairman of the Board of Regents, and a community representative identified by the Chairman of the Board of Regents. If a campus wishes to appeal a label of "At-Risk" or "Low-Performing", the campus head must submit a letter to the Commissioner of Higher Education containing a rationale for the appeal that is co-signed by the system head. The Teacher Preparation Accountability Appeals Committee will meet with the campus head, system head, and other campus representatives to review supporting data. The committee will determine whether the new data should be used to recalculate the Teacher Preparation*

Performance Score.

AGENDA ITEM VIII C

TEACHER EDUCATION INITIATIVES

PROPOSED CHANGES TO GRADE LEVEL TITLES FOR TEACHER PREPARATION PROGRAMS

AGENDA ITEM VIII C

PROPOSED CHANGES TO GRADE LEVEL TITLES FOR TEACHER PREPARATION PROGRAMS

BACKGROUND INFORMATION

All universities in Louisiana redesigned their undergraduate and alternate certification teacher preparation programs during 2000-2001, 2001-2002, and 2002-2003 to address new certification requirements approved by the Board of Elementary and Secondary Education. The certification structures changed from a grades 1-8 and grades 7-12 configuration to a grades PK-3, grades 1-6, grades 4-8, and grades 7-12 configurations. The Board of Regents approved redesigned teacher preparation programs that addressed the new certification structures.

STAFF COMMENT

In order to comply with the *No Child Left Behind Act*, the Board of Elementary and Secondary Education adopted new certification structures on February 19, 2004 for teacher certification. The new structures certify teachers for grades PK-3, grades 1-5, grades 4-8 and grades 6-12. This replaces the grades PK-3, grades 1-6, grades 4-8, and grades 7-12 structures previously adopted. As a result of this change, all universities in Louisiana must now change the titles of their teacher preparation programs to grades 1-5 and grades 6-12 teacher preparation programs for the 2004-2005 academic year.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee approve a change in teacher preparation degree titles from grades 1-6 to grades 1-5 and from grades 7-12 to grades 6-12.